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ABSTRACT

This handbook accompanies a videotape that shows teenagers stressing community involvement, motivation, and rewards of community action. The booklet is to assist agencies and schools in developing coalitions for youth engaged in community service, to help build better citizens and healthier communities. The booklet is divided into: (1) "Introduction"; (2) "Four Young People Making a Difference"; (3) "Categories of Youth Service"; (4) "Five Critical Elements of Thoughtful Service"; (5) "Benefits and Challenges"; (6) "Getting Started"; (7) "Here, There, and Everywhere"; (8) "Developmental Stages of Youth"; (9) "Communicating With Youth"; (10) "One Last Word"; and (11) "Resources." (EH)

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TODAY'S HEROES IN YOUR COMMUNITY

MAXIMIZING THE POTENTIAL OF YOUTH VOLUNTEERS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

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Dear Community Leader:

Since 1990, thousands of organizations and communities have used the *Today's Heroes* video to inspire young people to take action in their communities. These youth have risen to the call, joining with others of all ages to address the serious issues that face every neighborhood in this country.

In the video, four teenagers describe their community involvement, motivation, and rewards of community action. Their adult "allies" — teachers, parents, staff of community organizations — discuss their roles in helping the teenagers turn their visions into reality.

The Hitachi Foundation is pleased to join with The Points of Light Foundation and the National Youth Leadership Council to present this series of resource guides to help you make the best use of *Today's Heroes*.

These guides — designed for youth leaders, K-12 and college educators, and community leaders — help young people translate inspiration into effective action, through training, preparation, reflection, and celebration of their community involvement.

We hope you find these materials useful, and we welcome your comments on their impact and use in your efforts.

Thank you for your commitment to youth and to healthy communities.

Sincerely,

Elliot L. Richardson
Chairman
The Hitachi Foundation

INTRODUCTION

Today's Heroes. You know who they are. Young people making a difference, giving their time and energy to lift spirits and improve lives. Spending weekends and vacations helping people in need. Caring about others more than themselves.

Statistics provided by Independent Sector (1993) show that 61 percent of young people ages 12 to 17 are volunteering an average of more than three hours per week. While teens make up the largest pool of youth volunteers, young people of all ages are willing, ready, and able to get involved in the community. Today's Heroes are everywhere.

"We need to let people know that Pedro, Tony, Juanita and Hope are NOT unique. There are a lot of young people doing great things that nobody ever hears about. Exceptional volunteer opportunities make exceptional volunteers."

–Volunteer Center Coordinator

While they may enthusiastically applaud the efforts of young people, many agencies are tentative about bringing youth on board. Staff members aren't sure if they can adequately supervise youth. They are not sure what activities young people can or want to do. They are not accustomed to working evening and weekend hours when many youth volunteers are available. But, still, agencies want to get involved.

That is what this guide is for — to help you work more effectively with young people in your community...to help you maximize the potential of your agency and reap the benefits of this blossoming natural resource...to help you best utilize the *Today's Heroes* video as you explore possibilities and recruit new volunteers.

Things to Do...

1. View the *Today's Heroes* video
2. Review *Today's Heroes in Your Community*
3. Call Staff Meeting for *Getting Started*—page 8
4. Pull together volunteers for *Here, There, and Everywhere*—page 9
5. Form a planning committee to develop a project
6. Let people know what's going on!

This guide is written for agencies that either want to start a youth program or improve an existing one. Whether you have moderate, little, or no experience working with youth volunteers, it should be helpful in planning for and recruiting youth volunteers. It is best to use the guide in conjunction with the video and with a group of people. Reading through this guide on your own will help you focus and facilitate the group activities.

Whether you use this guide as a staff development tool, a recruitment resource, or a method for evaluation and reflection, you will find helpful hints and food for thought.

Today's Heroes. They are helping a lot of people. Let them help you.

FOUR YOUNG PEOPLE **MAKING A DIFFERENCE**

The four young people in the *Today's Heroes* video represent the good news about America's young people and convey the message that community service is available to all people, regardless of race, age, gender, socio-economic status, or academic achievement. They are a few of Today's Heroes. Here are their stories:

Pedro P. Reyes, Los Angeles, California

Pedro immigrated to California from Mexico when he was seven years old. Despite an inability to speak English fluently until high school, pressing financial needs as the eldest son of a large inner-city family, and former membership in an East Los Angeles gang, Pedro has made it a priority to volunteer.

He initiated a Welcome Buddy program which helps newly arrived immigrant students adjust to school and life in this country. Pedro has also been credited with persuading many potential drop-outs to stay in school and served as a Los Angeles Conservation Corps Clean and Green Leader. Through community service and Youth Leadership for Action, he has provided outstanding service to the Braille Institute, the Los Angeles Children's Museum, the Youth Art Center, and other organizations.

Anthony M. Winnicker, Lansing, Michigan

Tony combines compassion and leadership to help others become the best they can be. He has organized campaigns to help the hungry, which generated school spirit and raised $3,000 in contributions. He has been an outstanding fundraiser for Muscular Dystrophy, and he was instrumental in getting his fellow students to join him in sponsoring a Third World child.

Tony helped create the Lansing High School Volunteer Job File, a program that matches high school students with seniors citizens in need of assistance. He has also spent a great deal of time working with The Harvest House, a downtown center for the homeless, where he and his classmates have raised money, bought and served food, and spent time with people who needed a friend.

Juanita Irving, Washington, D.C.

Juanita has a deep, moral commitment to her community. Growing up in one of Washington's inner-city neighborhoods, she understands first-hand the importance of offering help and encouragement to young people struggling to maintain the dream of a life beyond the streets. Her tireless work with the "I Have A Dream" program has made the difference in the lives of many young people.

Juanita brought this commitment and concern to her predominately white private high school where she revitalized and ran a multi-cultural organization called SHADES. Thanks to Juanita's efforts, SHADES is now a respected and influential forum for students to discuss and resolve the many racial and ethnic issues that affect the school, as well as a source of volunteer projects that encourage students of all backgrounds to work together to foster racial unity in the school.

Outside of school, Juanita has volunteered at a home for the indigent mentally ill and criminally insane. She is also a big sister for the Sasha Bruce House for runaways, a nursing home companion, and a volunteer for the Special Olympics.

Hope Miller, Eure, North Carolina

Hope grew up in a small rural community with limited opportunities for youth, but she was determined to get involved in her community. She has spent nine years with the local 4-H club focusing on projects with disaffected, high-risk youth and handicapped young people. She has raised and trained guide dogs for the blind and educated her community about the independence guide dogs provide for the visually impaired.

Hope was instrumental in organizing a 4-H Club for multi-handicapped elementary school children. Through her creative use of puppets, she taught elementary school children about their peers with disabilities. Hope has also spent a great deal of time as a dedicated member of Students Against Drunk Driving, and as a peer counselor for the Mentors and Adolescent Pregnancy Program. As part of her senior year student leadership class, Hope worked successfully with a class of remedial junior high school students, many with learning disabilities and emotional difficulties.

CATEGORIES OF YOUTH SERVICE

There are many ways in which youth are involved in service. In order to plan appropriately, agencies need to be familiar with the variety of service structures and how to make the best use of each. Keep in mind that the field is growing rapidly, and with growth comes change. Currently, you will find that most volunteers can be recruited from five basic categories.

1. **Individual Service: a youth volunteering on his/her own**

   Juanita spent a lot of one-on-one time with her "little sister." Through the flexibility of her volunteer program, she was able to choose hours that worked with her busy schedule. Individual volunteerism covers a broad spectrum, from shoveling snow for a home-bound neighbor to candy striping at a hospital to tutoring a local child. Some individuals prefer one-time projects, others look for more long-term commitment. The sky is the limit with individual volunteers.

2. **Service Teams: a group of youth volunteering together**

   Scout troops...church youth groups...school organizations...Pedro and his friends...there are many opportunities for young people to spend time together in meaningful activities. Each group may have different motivations, but getting a lot of enthusiastic hands together at one time can tackle some monumental projects.

3. **Service Corps: volunteer teams working together for an extended period of time**

   There are a variety of corps models in the country, including AmeriCorps, California Conservation Corps, Youth Volunteer Corps, and City Year (Boston's local service corps). Most corps look for projects that involve their members from start to finish, from needs assessment to project evaluation. Corps members represent a broad spectrum of interests and experience, making the group adaptable and resourceful.

4. **Classroom Service: a group of students involved in service activities that enhance classroom lessons and cognitive development**

   Often referred to as service-learning, many teachers are utilizing the community as classroom. Connecting daily lessons to community service projects helps students apply their knowledge to practical, real life situations. Students who participate in service-learning generally do better in school and feel like more responsible members of the community.

See *Today's Heroes in the Classroom* for more information on service-learning and *Helping Young People Become Today's Heroes* for effective reflection activities.

5. **Mandatory Service: community service which is required by some authoritative body**

   Some youth are required to perform community service through their schools (for class credit or to graduate), or the juvenile justice system. Mandated volunteers can be as helpful and committed as those who come forth on their own as long as they are motivated and invested in the process. Project ownership, a choice of projects, and a sense of reward are the keys to success for volunteers.

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FIVE CRITICAL ELEMENTS OF THOUGHTFUL SERVICE

As defined by the Campus Outreach Opportunity League (COOL), five critical elements should be at the heart of any meaningful service activity. Building these components into your youth volunteer program will help to ensure a positive experience for the volunteers while generating significant results for your agency and the population being served.

Community Voice

Community voice is essential if we are to build bridges, make changes, and solve problems. Any community service organization should make sure that the voice and needs of the community (service recipients as well as the volunteer community) are included in the development of the community service program.

Orientation and Training

Effective orientation and training are important first steps for any community service experience. Information should be provided for student volunteers about the community, the issue, and the agency or community group. In addition, young people need training that will provide them with the skills needed to perform their volunteer tasks.

Meaningful Action

Meaningful action means that the service being done is necessary and valuable to the community itself. Meaningful action makes people feel like what they did made a difference in a measurable way and that their time was utilized effectively. Without this, people will not want to continue their service no matter how well you do with the other four elements.

Reflection

Reflection is a crucial component of the community service-learning experience. Reflection should happen before, during and after the experience to discuss reactions, stories, feelings, and facts about the issues which may dispel any stereotypes or an individual's alienation from service—and should place the service experience into a broader context.

Evaluation

Evaluation measures the impact of the learning experience and the effectiveness of the service in the community. Young people should evaluate their learning experience and agencies should evaluate the effectiveness of the young person's service. Evaluation gives direction for improvement, growth, and change.

BENEFITS AND CHALLENGES

"We have created a society that believes you have to leave solving problems to the experts."

–Jenniter, age 22, Tacoma, WA

It would have been an easy task to list a few questions, a dozen or so resources, and presume that whatever issues there are surrounding youth volunteerism would be understood and overcome in a few short steps. But, we wanted to provide you with real-life experience and observations. Therefore, we went to the "experts", ordinary people involved in community service.

Focus groups of youth, college students, and agency personnel were asked to identify the benefits and challenges of youth volunteerism. Questions included:

- What do you think are the overall benefits of involving youth in volunteerism?
- What specific impact would it have on your agency?
- What are some of the challenges to involving youth?
- How can these challenges be addressed?

This is an activity you can do with your agency (see *Getting Started* on page 8). Below is the list of benefits and challenges identified by the focus groups.

Benefits

Institutional Capacity Building

Within Your Agency

- developing future financial contributors and maximizing resources
- developing life-long volunteers
- educating a new generation of community advocates
- expanding service hours
- increasing community accessibility/visibility
- developing new collaborative relationships
- increased pool of creativity and energy
- media attention
- ongoing evaluation and improvement
- expanding program impact

Relationship Building

- peer to peer
- agency to community
- multi-generational
- multi-cultural
- crossing lines of gender, race, religion, age, socio-economic status, physical or mental abilities and professional experience

Talking to your peers will help you become more aware of local resources as well as provide first-hand expertise on successes and challenges in your area. Flip through *Pivotal Force: The Power of Youth Allies* for more information on adults from all walks of life who are highly successful in supporting and developing young people.

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"Students will rise or fall according to your expectations."

–Volunteer Center Employee

Meeting Developmental Needs of Young People

- building employment skills (punctuality, accountability, teamwork, organization, time management, prioritizing)
- improved interpersonal communication
- enhanced self-esteem and confidence
- career exploration
- exposure to real community issues and problems
- enhanced learning and academic motivation

Challenges

Volunteer Management and Logistics

- incomplete or inappropriate existing training and orientation for youth
- lack of organizational resources (money, staff, time)
- liability and risk management
- scheduling and transportation difficulties
- unclear definition of roles or different expectations

Lack of support for youth

- underestimating their talents or potential
- lack of support system
- little transportation assistance
- students not aware of opportunities, or not asked to participate
- resistance of agencies to accommodate their activities or schedules; youth commitments seen as less important than adults
- patronizing attitude of adults towards youth
- lack of respect for ideas and experiences of youth

Keep in mind that the challenges do not have to be roadblocks—think of them as hills to get over. A little homework will help you find effective strategies for turning challenges into stepping stones.

Have you considered finding someone to donate their time as a volunteer coordinator, or recruiting volunteer carpool drivers from your local RSVP?

• • •

Would you go to a meeting if you weren't invited? Would you apply for a job if you didn't know it existed? We need to improve our communication with youth about the opportunities we have and the help we need. Newsletters, posters, and videos can all be helpful. Young people are ready and willing to help—all we have to do is ask.

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While you may believe in the value of involving youth as volunteers, you need to be sure your organization wants and is ready for youth volunteers. Answering the following questions with a group of staff members will help you decide if you can use youth volunteers while identifying steps that will help you be better prepared for their arrival.

Do You Want Youth Volunteers?

1. What current programs would be enhanced by youth volunteers?
2. What new programs could be introduced if you utilized youth volunteers?
3. Would you prefer individual volunteers, groups, or partnering with a school in a service-learning project?
4. What would be the ideal size for a volunteer group at your agency?
5. Would clients benefit from interacting with youth volunteers? If not, how could you make volunteers aware of their benefit to service recipients?

Are You Ready for Youth Volunteers?

1. Do you have (in writing) clear job descriptions and expectations for volunteers? If so, what are they?
2. What work space can be used?
3. Who will provide direction and supervision?
4. What kind of orientation and training will be provided? Who will provide it?
5. Have procedures been set to address special needs or personal issues?
6. What is your plan for evaluating the young person's work?
7. Are youth covered under your current volunteer liability insurance?
8. Will youth need uniforms or name tags?
9. How will you recognize youth volunteers for a job well done?
10. Do you have a plan for volunteer termination if necessary?
11. How will you provide opportunities for youth to reflect on their service experience?

If you want your program to be successful, you have to focus on the four R's...

- **Recruitment** – find a way to get them
- **Retention** – find a way to keep them
- **Revitalization** – find a way to re-energize them
- **Recognition** – find a hundred ways to say thank you

Pull together a group of staff members and potential youth volunteers. Watch the *Today's Heroes* video as a group and then answer the following questions.

1. What do you think is the main message in this video?
2. Why do you think this video is called *Today's Heroes*?
3. Do you know anyone like Pedro, Juanita, Tony, or Hope? What kind of things does she/he do?
4. What are young people good at?
5. What kind of volunteer activities do you think your friends would like to do?
6. Do you volunteer? Why or why not?
7. What kind of volunteer activities do you do, or would you like to do?
8. What could youth volunteers accomplish in our community?
9. What could youth volunteers accomplish in our agency?
10. What is the best way to get youth volunteers?
11. What is the best way to keep youth volunteers?
12. What kind of recognition do youth volunteers appreciate most?
13. What is the best advice you can give to adults who want to work with young people?

Now that you have some direction, set a plan of action. What are your first steps? Do you need a planning committee? What is your timeline? Who should be responsible for writing a volunteer position description? Where should you go locally for help?

Thoughts on How to Work Effectively With a Youth Volunteer

In 1992, youth affiliated with the Greater Holland United Way, Holland, Michigan, developed the following tips, getting right to the heart of what youth volunteers want and need:

- By nature, I have a lot of energy and enthusiasm. I like to have a job to do soon after I arrive; otherwise I become bored and inefficient.
- I like to feel important — no matter what task I'm assigned — from making copies to telephone calls to painting a house. I appreciate being thanked for the work I've done.
- Sometimes the little things make a big difference. For instance, if you're teaching me to use the computer, please let me be in charge of the mouse and keyboard. It might take me longer than you to use the mouse to find a command or do whatever, but I will learn and remember better.
- I think of myself as an adult, and like to be treated as such. In other words, perhaps I'm younger, but I'm not three years old!
- I like to be given the opportunity to help in different ways. As a volunteer, the jobs for me can be nearly endless. But, please, don't "make" or "create" a job for me; give me one that needs to be done. Part of my education is to learn about true work experience.
- If I'm doing a job incorrectly, it is better to show me how to do it correctly than to get frustrated with me, or simply redo it once I'm gone. Through the process of completing a task correctly, I am taught responsibility and persistence, which might help me to build my work ethic.

DEVELOPMENTAL STAGES OF YOUTH

"... for optimal moral growth, youth should be engaged at their own level of reasoning in experiences that will challenge them to exercise their skills in more sophisticated ways. They must not be overwhelmed with demands beyond their current skill level."

Diane Hedin, author of *Youth Service: A Guidebook for Developing and Operating Effective Services*

As young people advance through life and education, they build skills which enable them to take on more complex or involved service activities. Understanding the basic developmental stages of youth is important in identifying appropriate service activities. Here are some examples:

Early Childhood (5 - 7 years)
Involve young children in "busy work," preferably outdoors or in a large space; arts and crafts are interesting and also help to develop hand-eye coordination.

Middle Childhood (8-10 years)
"Adopt a _____" activities are popular, as are tutoring, reading, and playing games with younger children. Anti-litter or anti-graffiti campaigns give them busy work with tangible results.

Early Adolescence (10-14 years)
Adolescents like to see what they have accomplished — give them projects with concrete, visible results or the opportunity to get to know the people they are helping. They are also ready for structured discussion on concrete issues.

Middle Adolescence (13-17 years)
Working in peer groups is preferable; they are ready for education on issues, debates, and decision-making. They are learning their place in society—invest them in responsible citizenship.

Late adolescence (16+ years)
On the cusp of adulthood, late adolescents want to participate in significant activities. Community assessment and planning, goal setting, mentoring and role modelling all help them to demonstrate and enhance the skills they've been building thus far.

There are many "experts" on youth development in your area. Talk to youth organizations, teachers, and social service agencies about project ideas.

Sit down with a group of young people, make a big bowl of popcorn, and watch the *Today's Heroes* video. Discuss what they think of the video, the characters, and the volunteer projects highlighted. How would they use the video for recruiting their peers? What points do they think need to be emphasized to agencies or teachers? Getting youth input early on is a critical first step in establishing a successful program. Young people who trust and believe in you will be your best advertisers and advocates.

All right...you have assessed your agency, identified potential youth volunteer opportunities, developed a handbook complete with job descriptions, advertised through local schools and youth groups, and have a pool of young people ready to start. Congratulations! You've got them, but how are you going to keep them?

COMMUNICATION, in a word. You need to communicate—effectively, openly, honestly, and appropriately. Your volunteers need to know they can approach you with questions, suggestions, criticisms, and crises. This is an essential building block of a team effort; it's all part of that foundation you are creating.

Some adults have developed inherent barriers to communicating with youth. Some call it "adultism," others call it "I know more than you because I've been here longer." Whatever you call it, many adults are socialized to react to young people in a condescending manner. This may include:

- Preaching
- Assuming
- Not listening
- Not being genuine
- Thinking teens "don't understand"
- Seeing one point of view
- Treating teens like children
- Making value judgments
- Acting like we are "one of them" instead of a mentor/role model

If we are going to prove to young people that we value them, that we truly want them to be part of our team, and that we are going to make an effort to understand and grow along with them, we need to keep the following advice in mind:

- Be concrete and clear in roles and expectations
- Keep discussions light and use humor
- Understand teen vocabulary, but use sparingly
- Be honest, but not judgmental
- LISTEN
- Focus on strengths, goals, positive self concept
- Build a climate of trust
- Help in the development of decision-making skills
- Don't overemphasize adult values — help them develop their own
- Be sensitive to cross-cultural diversity
- Criticize in private — praise in public
- If you need help, ask for it
- When you are wrong or make a mistake, admit it
- Be open to learning from youth

Communicating with young people is not always easy. You may be shocked by their forthrightness, and their ability to sidestep political verbiage. But, if you establish an open environment, they will tell you what they think. Chances are, they see things a little differently than you do.

ONE **LAST WORD...**

"Come to the edge," he said.

They said, "We are afraid."

"Come to the edge," he said.

They came.

He pushed them.

And they flew.

—Guillaume Appollinaire

If you are an adult reading this quote, you probably think it applies to young people—that youth are afraid, and it is an adult who will help them to fly. It could be true. Some youth are nervous about working with adults who do not respect them, and they are also afraid of failing. Young people need to be nurtured and guided, and given appropriate responsibilities and tasks as their interest and aptitude grows. But if they feel they are being patronized they will leave. It is a fine line to walk, but it is really no different than communicating with a diverse group of adults. You just need to remember that no two are alike, and they need to be treated as individuals.

Read the quote again. It could be the adults who are afraid and the youth who are coaxing them to the edge. "Look what's over here," they say, "look what we can do when we work together." Some agency personnel are afraid of working with youth volunteers. There are issues of liability, supervision, transportation, and scheduling. When a program runs "just fine the way it is," building a youth volunteer pool almost seems like more trouble than it is worth. When you start to think that way, remember that youth provide an invaluable resource to our communities. Their ideas, energy, enthusiasm, idealism, and commitment can help us address tough problems that adults may accept as "status quo."

It has become apparent that youth are going to be involved, and they are going to make a significant difference in communities across the country. It might involve some organizational paradigm shifting, but can you really afford to let this opportunity slip by?

Today's Heroes are everywhere. They are helping somebody, why not let them help you?

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A number of resources were pulled together to assemble this guide. Some are concrete and easily referenced, others are "handouts" floating around in files from conferences and workshops gone by. Credit is given wherever possible, and we extend our apologies to anyone we may have missed.

Keep in mind there are a number of "experts" in our field—people everywhere who are doing a great job building service-learning programs as a way for young people to learn. Service-learning is full of "borrowed material," and we graciously thank those who have shared their experiences. "Imitation is the sincerest form of flattery," they say. Well, imitate away... Here are some of the more tangible resources you may find helpful.

Local Resources

- Volunteer Center
- United Way
- Youth Organizations
- Library
- Junior League
- Urban League
- Special Olympics
- Scouts
- Big Brothers Big Sisters
- YMCA/YWCA
- 4-H Clubs
- SADD
- Nursing Homes
- Hospitals
- Humane Society
- Churches
- Local schools and universities

... the list goes on. If these organizations do not have your answers, they can probably direct you to someone who will.

Publications

The Adventure of Adolescence: Middle School Students and Community Service, by Catherine Z. Rolzinski, 1990. (Washington, DC.: Youth Service America). Case studies of community and school based programs for middle school students.

Building Bridges: Teens in Community Service, by Eugene C. Roehlkepartain (Minneapolis, MN: RespecTeen, 1992). This brochure summarizes the value of teen involvement in community service. Available free of charge for use in workshops, conferences, or by individuals by calling (800) 888-3820.

Children as Volunteers: Preparing for Community Service (revised edition), by Susan J. Ellis, Anne Weisbord, and Katherine H. Noyes (Philadelphia, PA: Energize, 1991). If you want to include elementary-aged children in service, this booklet is a valuable guide.

Combining Service and Learning: A Resource Book for Community Service and Public Service, Volumes I-III, edited by Jane C. Kendall and associates (Raleigh, NC: National Society for Internships and Experiential Education, 1990). This three-volume collection of articles and case studies is indispensable for anyone serious about understanding the history, theory, and practice of service-learning. Volume I focuses on theory; Volume II on practice; and Volume III on resources.

Creating and Managing Partnerships for Service-Learning: A Guide for Service-Learning Coordinators, by Jim Pitofsky (Alexandria, VA: National Association of Partners in Education, 1994). This self-guiding manual takes you through awareness, needs assessment, goals and objectives, program design, partnership management, and other key issues in a service-learning partnership.

The Effective Management of Volunteer Programs, by Marlene Wilson (Boulder, CO: Volunteer Management Associates, 1976). A classic text on managing volunteer programs, including how to lead, motivate, plan, recruit, supervise, and evaluate in volunteer programs.

Everyone Wins When Youth Serve: Building Agency/School Partnerships for Service-Learning, by Euegene Roehlkepartain (Washington, DC: The Points of Light Foundation, 1995). Highlights the power of creating service-learning opportunities for youth in agencies. Discusses service-learning, benefits of involving youth, agency concerns related to creating service-learning opportunities and first steps agencies can take to develop these kind of opportunities.

Facts and Faith: A Status Report on Youth Service, by Anne C. Lewis (Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988). This research report is an excellent summary of the impact, practice, and promise of service-learning.

Giving and Volunteering Among American Teenagers 12 to 17 Years of Age, analyzed by Virginia A. Hodgkinson and Murray S. Weitzman (Washington, DC: Independent Sector, 1992). Based on a survey by the Gallup Organization, this research report examines the practices, motivations, and experiences of young people who volunteer and donate to charitable causes.

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum, edited by Rich Willits Cairns and James C. Kielsmeier (St. Paul, MN: National Youth Leadership Council, 1991). This collection of the "best of the best" in service-learning is a key resource for anyone interested in service-learning. It explores the principles and practices, as well as numerous case studies from schools across the country.

A How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs, by Harry C. Silcox (Philadelphia, PA: Brighton Press, 1993). Silcox presents a clear framework for understanding different types of reflection and their role in service-learning.

A Kid's Guide to Social Action, by Barbara A. Lewis (Minneapolis, MN: Free Spirit Publishing, 1991). Give this book to youth who lead your service projects! It not only gives practical suggestions of ways youth can get involved, but it inspires with dozens of stories of how youth have made a difference in their communities.

Leadership and Management of Volunteer Programs, by James C. Fisher and Kathleen M. Cole (San Francisco, CA: Jossey-Bass, 1993). This general text details the skills, knowledge, and abilities needed to manage volunteers, based on the Association for Volunteer Administration Certification Competencies. The general guidelines can be applied to youth service-learning.

Learning by Giving: K-8 Service-Learning Curriculum Guide, by Rich Cairn with Theresa L. Coble (St. Paul, MN: National Youth Leadership Council, 1993). This binder overviews the elements of service-learning and its impact, then presents the nuts and bolts of building a service-learning program.

Learning Through Service, by Kate McPherson (Seattle, WA: Project Servant Leadership, 1989). A 24-page introduction to the concepts and practical issues in service-learning from one of the experts.

Maryland's Best Practices: An Improvement Guide for School-Based Service-Learning (Baltimore, MD: Maryland Student Service Alliance, 1994). Maryland is the only state to require service-learning for graduation. This guide, based on what schools have learned, provides practical ideas for engaging young people in school-based service.

The Power and Potential of Youth in Service to Communities, by Paula J. Beugen (St. Paul, MN: Minnesota Office of Volunteer Services, 1993). This manual presents the basic issues in youth community service from an agency perspective, including many examples of service programs in Minnesota.

Principles of Good Practice for Combining Service and Learning, by Ellen Porter Honnet and Susan Poulsen. The Johnson Foundation, 1989, Racine, WI, or call (414) 681-3328 for additional copies.

Profiles in Service: A Handbook of Service-Learning Program Design Models, by Brenda Urke and Maddy Wegner (St. Paul, MN: National Youth Leadership Council, 1993). This handbook presents five detailed case studies of service-learning partnerships as well as lessons learned from these efforts.

Route to Reform: Service-Learning and School Improvement (St. Paul, MN: National Youth Leadership Council, 1994). A compilation of more than 50 descriptions of effective service-learning projects, grades K-8, from Generator School and summer WalkAbout teachers.

Schools and Communities: Creating Places of Learning (Washington, DC: The Points of Light Foundation, 1993). This booklet introduces the concept of service-learning and how to create a service-learning environment in communities.

Volunteer Community Service Catalog (Washington, DC: The Points of Light Foundation, 1996). This catalog is packed with over 150 books related to non-profit and volunteer management, fundraising, and developing boards. Plus the catalog includes items for volunteer recruitment and recognition. To order contact The Points of Light Foundation at 1-800-272-8306.

Youth Service: A Guidebook for Developing and Operating Effective Programs, by Dan Conrad and Diane Hedin (Washington, DC: Independent Sector, 1987). These 72 pages are packed with the wisdom and experience of two of the pioneers in service-learning. Suggested worksheets and exercises make it a particularly useful planning guide.

Organizations

Activism 2000 Project
Information USA, INCL
PO Box E, Kensington, MD 20895
(301) 942-6303

Campus Outreach Opportunity League (COOL)
1511 K St. NW, suite 307
Washington DC, 20005
(202) 637-7004

Constitutional Rights Foundation
601 S. Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

Corporation for National Service
1201 New York Ave NW
Washington, DC 20525
(202) 606-5000

Independent Sector
1828 L St. NW
Washington, DC 20036
(202) 223-8100

Maryland Student Service Alliance
200 West Baltimore St.
Baltimore, MD 21201
(410) 767-0358

National Association of Partners in Education
Ideals Project
209 Madison St., Suite 401
Alexandria, VA 22314
(703) 836-4880

National Helpers Network, Inc.
245 5th Ave, Suite 1705
New York, NY 10016-8728
(212) 679-2482

National Service-Learning Clearinghouse
University of Minnesota
College of Education
R-290 Vocational and Technical Building
1954 Buford Avenue
St. Paul, MN 55108
1-800-808-Serv
E-mail: serv@maroon.tc.umn.edu

National Society for Experiential Education
3509 Haworth Drive, Suite 207
Raleigh, NC 27609
(919) 787-3263

National Youth Leadership Council
1910 West County Road B
St. Paul, MN 55113-1337
(612) 631-3672

The Points of Light Foundation
Youth and Education Outreach
1737 H Street, NW
Washington, DC 20006
(202) 223-9186

Quest International
1984 Cottman Rd.
Newark, OH 43055
(800) 837-2081

Youth Service America
1101 15th St. NW, Suite 200
Washington, DC 20005
(202) 296-2992

Youth Volunteer Corps of America
6310 Lamar Ave., Suite 125
Overland Park, KS 66202-4247
(913) 432-9822

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In November of 1985, Hitachi, Ltd., of Tokyo established The Hitachi Foundation in Washington, D.C., as a nonprofit, philanthropic organization with a mission to promote social responsibility through effective participation in a global society. With a $28 million endowment, the Foundation maintains a $2.5 million annual giving program, making grants nationally to U.S. nonprofit organizations for projects in education, community development, and global citizenship. Since 1985, the Foundation has awarded grants totalling more than $15 million.

The Hitachi Foundation

The Hitachi Foundation
1509 22nd Street, NW
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Founded in 1985, the National Youth Leadership Council (NYLC) is a Minnesota-based, national nonprofit organization which works to integrate youth leadership and service learning practices into elementary, secondary and post-secondary schools. The mission of NYLC is to engage and connect young people to communities and schools through innovations in learning, leadership, service and public policy.

NYLC

The National Youth Leadership Council
1910 West County Road B
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The Points of Light Foundation is a nonprofit, nonpartisan organization committed to engaging the American public in volunteer community service. The Foundation's mission is to encourage more people, more effectively in volunteer community service to help solve serious social problems. Through its Youth and Education Outreach, the Foundation seeks to make the mission a reality for young people between the ages of 5 and 25.

POINTS OF LIGHT FOUNDATION

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